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ABSTRACT

Four American Cooperative Schools in Bolivia are surveyed in this document in connection with a project to provide inservice development in the form of graduate courses, workshops, and consultantships. The four schools were 1) the American Cooperative School in La Paz, serving children of all nationalities from prekindergarten through grade 12 with an enrollment of 477 in May 1970; 2) Cochabamba Cooperative School, for children of American citizens and other children whose parents wish them to have an American education, with a K-12 program and an enrollment of 119; 3) Santa Cruz Cooperative School, for children of the U. S., Bolivia, and other countries, with a K-9 program and an enrollment of 119; and 4) the Anglo-American School in Oruro, with an essentially Bolivian program and an enrollment of over 700. The report of each school considers the student population, staff, curriculum, financing, and buildings and makes comments and recommendations. A final chapter considers what should be the policy toward these schools in the future, the role which they should play in presenting an image of American education and Philosophy, and their place in the overall foreign policy of the United States. (MBM)

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AMERICAN COOPERATIVE SCHOOLS IN BOLIVIA

(THE BALL STATE REPORT)

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UNIVERSITY TO SCHOOL PROJECT

Teachers College
Ball State University
Muncie
Indiana

American
Cooperative
Schools in
Bolivia

Dr. John Dunworth
Project Director

Sponsored by the
Office of Overseas Schools
United States Department of State
Washington, D. C.

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ROSTER OF
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UNIVERSITY TO SCHOOL PROJECT
TEACHERS COLLEGE, BALL STATE UNIVERSITY
AND THE
AMERICAN COOPERATIVE SCHOOLS IN BOLIVIA

In the spring of 1969, Teachers College, Ball State University, Muncie, Indiana, was invited to survey the American Cooperative Schools in Bolivia preparatory to the joint development of a University to School Project. The undertaking was funded by a grant from the Office of Overseas Schools, U. S. Department of State, to the American Cooperative School, La Paz, Bolivia, which served as the contracting agent with Ball State University.

The project was formulated to provide for in-service development of staff in the American Cooperative Schools in Bolivia in the form of graduate courses, workshops, and consultantships in personnel, administrative, and other areas. The staffs of the American Cooperative Schools and the initial Ball State University team developed proposals which formed the basis for the O/OS Grant and for the contract with the University. Agreements involved four major aspects of mutually beneficial services to the cooperative schools of Bolivia by the Teachers College of Ball State University.

1. Two workshops were to be conducted at the La Paz school during the month of August, 1969, for teachers and other school personnel. They were to be taught for college credit by professors from the Teachers College and were to be open to faculty from Cochabamba, Santa Cruz, Oruro, and La Paz in Bolivia, as well as to teachers from Lima in Peru.
2. Up to 12 student teachers in their senior year on teacher education programs at Ball State University

were to be placed each quarter in appropriate assignments in American schools in Bolivia. They were to be supervised by a full-time faculty member from the Teachers College. This person would also teach one graduate-level course per quarter in the American Cooperative School in La Paz.

3. Consultative service in areas of curriculum, personnel, and administration would be provided by staff of the Teachers College at Ball State University to the American Cooperative Schools in Bolivia. These services would provide assistance in identifying, planning, and implementing curricular changes; determining in-service development needs of staff; guiding selection of textbooks and other instructional materials; assisting in recruitment of staff; providing information to assist in appropriate stateside placement of graduates; and responding to requests for special information or help in such areas as finance, administration, facilities, or faculty development.
4. In the spring a comprehensive evaluation of the project and of the American Cooperative Schools in Bolivia would be conducted as a joint effort of the schools and representatives of the Teachers College, Ball State University.

After completion of the Autumn Quarter, 1969-70, the contract was amended by substituting other services for continuation of the

student teacher program and by redefining the comprehensive evaluation. The first modification was a necessary adjustment because unsettled political conditions in the country (specifically, nationalization of the Gulf Oil Company and ramifications of this event) caused the University to cancel plans to send additional students to Bolivia for the Winter and Spring Quarters. Substituted services included consultation on, and preparation of, a brochure to assist the cooperative schools in recruitment of teachers from the United States and addition of the following services to the Cochabamba school: an in-service workshop for teachers and consultative services to the administration in areas of budgeting, school board policies, and school organization and management. The comprehensive evaluation aspect of the project was redefined as a summary report with recommendations.

Principal activities included in the University to School Project between American Cooperative Schools in Bolivia and Teachers College, Ball State University, are itemized and described briefly below.

1. Seven faculty members from the Teachers College made nine individual trips to locations of the American Cooperative Schools in Bolivia. A total of 115 on-site workdays was logged (not including weekends or travel time).
2. Nine student teachers spent the Autumn Quarter, 1969-70, on assignments in the cooperative schools in La Paz and Santa Cruz.
3. A supervisor of student teachers spent the entire Autumn Quarter, 1969-70, on location in Bolivia.

4. The following courses or workshops were offered by professors from the Teachers College:

   a. Elementary School Curriculum

      Offered during the Autumn Quarter, 1969-70, in La Paz for credit, with an enrollment of 9

   b. Elementary School Science

      Offered in a workshop (August 11-22, 1969) in La Paz for credit, with an enrollment of 10

   c. Elementary School Language Arts

      Offered in a workshop (August 11-22, 1969) in La Paz for credit, with an enrollment of 12

   d. Elementary School Language Arts

      Offered in a noncredit workshop in Cochabamba (March 2-13, 1970), with a fluctuating enrollment of 15 to 20

5. The Dean of the Teachers College and the Assistant to the Dean spent five days prior to agreement on a contract in visiting locations of the cooperative schools, consulting on needs, and planning for the project.

6. The Dean spent five days consulting on recruitment problems and other general administrative concerns. A recruitment brochure was designed, printed, and sent to the cooperative schools for their use.

7. The Assistant to the Dean worked for five days as a consultant to the Principal and the Board of the Cochabamba Cooperative School. Comprehensive board policies were developed, and a complete system of budgetary and accounting procedures was established.

8. Numerous members of the Teachers College and University staff prepared recommendations for the cooperative

schools on selection of textbooks and other instructional and learning materials in elementary school mathematics, secondary school English and language arts, reading, and the junior high school core; on a testing program and selection of standardized instruments; on equipment, materials, and facilities; on selection of guides for general curriculum development; and on in-service education books and other references for faculty.

9. The Graduate School and the Registrar's Office of the University provided much general information pertinent to enrollment in courses and programs and advised individual faculty members on selection of colleges and programs most appropriate for continuation of their professional preparation.

10. The Associate Dean of the Teachers College spent two weeks visiting the cooperative schools to consult with staff and board members on curricular and general school matters in preparation for writing a summary report on programs of the American Cooperative Schools in Bolivia.

11. Each on-site participant spent time in classrooms to see the programs firsthand. Much time was devoted to personal consultation with teachers on instructional matters and in demonstrating teaching methods. Conferences with patrons, students, and board members were included. After-school meetings with school and

community groups and organizations were regular occurrences.

The University to School Project was completed successfully. Teachers in the American Cooperative Schools in Bolivia were able to undertake advanced work provided by regular University faculty and offered at the overseas school locations. Several teachers were motivated to return to the United States to pursue additional work on the University campus in Muncie, Indiana, during the summer months. School administrators were assisted individually in study of specific problems and development of new approaches and instruments. Student teachers from Ball State University were enthusiastic about their experiences, and several demonstrated their support of the overseas schools by requesting employment in Bolivia. Seven faculty members from Ball State University participated actively in on-site aspects of the project and gained insights which could be of significant value if applied to overseas schools in other locations.

The project concluded in June, 1970. This report is submitted to the Office of Overseas Schools and to the American Cooperative Schools in Bolivia as a final summary of the project and as a guide to further action. It is the hope of the Ball State University staff that it will be helpful.

Sincere appreciation is expressed to the faculties, boards, and patrons of the American Cooperative Schools in Bolivia and to the staff of the Office of Overseas Schools in Washington, D. C., for their assistance and support in carrying out the terms of this project. The constant concern of all involved parties for the achievement of quality education in American overseas schools

demonstrated a unity of purpose and dedication that was both professionally invigorating and satisfying. Special commendation is due the Office of Overseas Schools for initiating this service-oriented program, which could well be regarded as a model for extension to American schools in other parts of the world.

AMERICAN COOPERATIVE SCHOOL
LA PAZ, BOLIVIA

The American Cooperative School in La Paz, Bolivia, was founded in 1955 as a private educational institution serving children of all nationalities from prekindergarten through grade 12. The school is officially recognized by the Bolivian government and has been accredited by the Southern Association of Colleges and Schools. It is neither incorporated in the United States nor listed as a tax-exempt institution. It is governed by a 12-member Board of Directors elected annually by members of the Cooperative which sponsors the school.

The American Cooperative School operated in 1969-70 on a budget totaling $304,800 for an anticipated enrollment of 468 students. Principal sources of revenue were tuition ($191,100); federal grants ($70,700); fees ($8,200); scholarships ($6,500); and other sources, including the balance from the preceding year ($28,300). The tentative budget for 1970-71, for 447 enrollees, totals $269,400. Old and new (anticipated) federal grants account for $52,000 of this total.

Enrollment in the school declined from 477 in September of 1969 to 460 in May of the same school year. Fluctuations are due principally to changes in assignments of embassy and other government-related staff and most frequently occur in late spring. The breakdown by grade level in September, 1969, is shown in the following table.

Enrollment As Of September 10, 1969
American Cooperative School
La Paz, Bolivia

Grade	Enrollment	
Prekindergarten	25	
Kindergarten (a.m.)	19	
Kindergarten (p.m.)	18	
Primary 1	49	(2 classes)
Primary 2	48	(2 classes)
Primary 3	47	(2 classes)
Grade 4	38	(2 classes)
Grade 5	32	
Grade 6	31	
Grade 7	35	
Grade 8	27	
Grade 9	26	
Grade 10	26	
Grade 11	32	
Grade 12	24	
Total:	477	

About 65 percent of the students were listed as Americans, 25 percent were Bolivians, and 10 percent came from other countries. Over 75 percent of the American students were dependents of United States government direct-hire or contract employees, while the remainder consisted principally of children of United States business employees.

The American Cooperative School was staffed in 1969-70 by 26 full-time and 4 part-time faculty members, plus 2 kindergarten helpers, an accountant, and 2 secretaries. Twenty-two of the 30 teachers were citizens of the United States, 7 were Bolivians, and 1 was a citizen of another country. Fifteen teachers held bachelor's degrees from universities in the United States; 7 held master's degrees from American institutions of higher education, plus 1 from the University of Dublin; 1 held a B.A. plus 45 semester hours; 1 held a B.A. equivalent from a Bolivian institution; and 5 had not completed a program leading to a baccalaureate degree. Nineteen

members of the faculty held teaching credentials from states in the United States, 2 were accredited in Bolivia, and 1 held a credential from Paris. Years of service in the American Cooperative School ranged from 1 to 14, with 16 of the teachers falling in the 1 or 2 year categories. The staff included 12 teachers from prekindergarten to grade 6, 1 teacher of remedial reading and English, 2 teachers of English, 1 in journalism, 1 in mathematics, 2 in science, 1 in history, 1 in art, 1 in music, 3 in Spanish, and 1 in Spanish-French. Additional personnel included a librarian, a guidance director (who also taught a class and served as principal of the elementary school), a full-time director of the school, and an assistant director of the school (who also taught two classes and served as principal of the secondary school). There were no special education teachers.

The physical facilities of the American Cooperative School consisted mainly of recently constructed buildings housing classrooms of the traditional type and a general purpose room. A large residence building had been remodeled to accommodate a library, classrooms, and some special facilities. The school was located on an ample site in the outskirts of La Paz. Although playground areas were adequate, equipment and adaptation of space were limited. The facility was maintained by an adequate staff of full-time personnel.

Students were bussed to and from school on a regular schedule, a service for which parents paid $8 per month per child.

THE CURRICULUM

The American Cooperative School in La Paz, Bolivia, offered a curriculum taught in the English language and equivalent to comparable schools in the United States. All textbooks and most

supplementary teaching materials came from the United States. Spanish was taught to all children by Bolivian teachers in accord with Bolivian law. Elementary grade classrooms were self-contained, while grades 7 through 12 were departmentalized. The secondary school emulated academic, college preparatory programs found in the States. Over 90 percent of its graduates enrolled in colleges or universities outside Bolivia.

The Elementary School

Elementary classrooms in this La Paz school appeared to be much like those in elementary schools in the United States. The same could, of course, be said for the teachers, who varied typically in teaching skills and methods used, in ingenuity in utilizing the unique educational opportunities of a foreign setting, and in adapting to the special needs of a group of children with such diverse backgrounds. The observed emphasis on development of skills in using English as a communication and learning medium was essential and was demonstrated in individual and small group instruction, use of self-correcting and practice materials, and provision of reading materials at varied levels of difficulty. Children were encouraged to formulate and exchange ideas verbally to give necessary practice in language skills. Workbooks and duplicated practice materials were utilized extensively by most teachers. Such use was defended on the basis that individualized help and adaptation to varied levels of achievement required such techniques. A minority of teachers found it possible, however, to accomplish these ends through more creative means.

Because instruction was in English, children from Bolivia and other countries required special instruction and assistance. Much attention was given in the prekindergarten and kindergarten to acquainting non-English speaking children with the new language. In the primary school, children were grouped for instruction in reading in almost every classroom. Those needing additional help in learning to speak and read English received daily instruction from a special teacher. The elementary school schedule also provided classes taught by special teachers for all children in the areas of physical education, music, and art.

The school library appeared generally adequate and was reported to contain about 4,500 volumes at the elementary school level. Elementary grade classes went to the library on a regular schedule, and teachers were encouraged to draw books for classroom use. Periodical materials appropriate for younger children were not available in sufficient variety.

The "modern mathematics" approach to development of mathematical understandings and skills was used as the basic format. Most teachers believed that additional practice and drill exercises on arithmetic facts and algorisms were needed to develop expected competencies. Individual and small group approaches to instruction in arithmetic were common features of the program. Language deficiencies were cited as causes for learning difficulties in arithmetic experienced by some children. Although workshops on "new mathematics" approaches had been conducted in recent years, teacher turnover had negated some of the results. The situation illustrated problems resulting from introduction of improved instructional approaches requiring

consistency from grade to grade in a situation characterized by high staff mobility.

The science program in the elementary grades suffered from lack of equipment and materials. Despite this, commendable results were observed when natural resources indigenous to the Bolivian setting were studied. A recent workshop on teaching elementary science had stimulated some teachers to explore opportunities to study science in its natural setting, rather than depending on units in graded textbooks. This aspect of the elementary school curriculum should be strengthened. Teachers expressed genuine concern for assistance in improving their competence in the teaching of science.

The social studies program was enriched by capitalizing on the wealth of experience and the diversity of cultures represented within the school. Sharing of knowledge and supplementation of text content by students and teachers provided a much richer curriculum than could be possible in similar grades within the States. The objectives of social studies in the area of human relationships were being achieved through guided living together day after day with a peer group characterized more by diversity than by homogeneity. The teachers appeared to appreciate, and were able to exploit, these unique opportunities. In respect to this aspect of the curriculum, there seemed to be less inclination to limit the course of study so strictly to the content and organization of the basic instructional materials. Many of the children and teachers had lived in several countries of the world and contributed from their experiences to enrichment of the social studies curriculum.

Although music and art classes were taught by special teachers, classroom teachers also used activities in these areas as instructional vehicles in other aspects of the curriculum. The fact that children left their regular classrooms for such activities tended to isolate special instruction in art and music from other classes. There appeared to be little planned opportunity for special and regular teachers to integrate music and art classes with other aspects of the program. These special classes did provide varied and stimulating experiences for children and were well received by them.

The elementary school was supervised by the principal, who also served as the school's guidance director and taught one class at the secondary level. It was his custom to visit each classroom daily, a practice which generated good working relationships with both teachers and children. His office planned and executed a regular program of standardized testing which measured achievement in curricular areas each spring. Results were plotted and studied to identify general strengths and weaknesses of the program and to guide planning for the coming year.

Comments and Recommendations

In general, the elementary portion of the American Cooperative School represented most conditions typical of stateside schools. In most respects it fulfilled its mission as a transplanted American school which served children wishing an education comparable to that of their age group in a typical American community. This, in itself, represented a rather remarkable achievement, considering the logistic problems involved in procuring supplies and materials from the United

States when factors of distance, foreign bureaucracy, and cultural displacement were considered. These same factors complicated problems of staffing, since they constituted a handicap to competitive recruitment and made last-minute or temporary employment of well-qualified teachers difficult, if not impossible, in some cases. Although staffs in overseas schools tend to include a high proportion of adventuresome, flexible, and culturally adaptive individuals--qualities desirable in teachers, it is also true that these people tend to seek new experiences and prefer not to stay in a given location for more than a few years.

Strengths and weaknesses of the elementary program at the American Cooperative School in La Paz will be identified below. They should not be interpreted as unduly critical or complimentary but as honest appraisals of conditions as they were observed. It should also be remembered that strengths and weaknesses could be identified with equal justification when reviewing programs in most elementary schools within the United States.

The elementary curriculum at La Paz can be regarded as comparable to that of most schools in the States. To that degree, it fulfilled its mission as an educational agency for American and foreign children wishing schooling in the English language on a program typical of American schools. In some respects it offered special educational advantages, such as a multicultural enrollment, relatively small class sizes, teachers representing a wider diversity of professional and experiential background, opportunities to study another language and culture in its natural setting, and a rather selective school population. (Whether this last characteristic is an advantage could

be disputed, of course.) Its curricular strengths appeared in the skills aspects of the language arts and reading programs; in the social studies area; in provision for remedial instruction in reading and English; in use of special teachers of art, music, and physical education; in almost universal employment of individual and small group instruction; and in a planned program of achievement testing utilizing the Stanford Achievement Tests. Areas of the curriculum which should be strengthened included the whole area of elementary school science; interpretation or cognitive aspects of the language arts, reading, and arithmetic areas; integration of the art and music areas with other aspects of the curriculum; and, when possible, addition of services in areas of special education as needed. Instructional approaches seemed much too dependent on the built-in structure of the adopted texts and accompanying workbooks, despite development of a comprehensive Curriculum Guide in 1967. Use of films, slides, and other media to enrich the educational program was handicapped by limited resources located in the library area. Although some new equipment had been purchased, it was inadequate to needs; and projection locations were very limited. It should be said that maintenance problems of such equipment were seriously complicated by lack of locally available technicians.

Teachers pleaded for assistance in upgrading their own competencies and hoped that some arrangements could be made to continue bringing teachers from the States (such as those from Ball State University during 1969-70) for on-location workshop and in-service programs. The problems of academic and professional isolation of a teaching staff located in a foreign setting were real and almost insurmountable on an individual teacher basis. To

maintain a quality program and school in such locations, a planned program of in-service education is essential. To expect teachers to return to the States for such instruction is unrealistic as an overall solution to the problem.

Although physical facilities for the elementary school program were generally acceptable, attention should be given to replacement of classroom furniture, which presently consisted of nonadjustable tables and chairs, and to provision of dark shades in classrooms so that film projectors and other equipment may be used in the regular instructional locations. The library should be strengthened in its total holdings and by addition of nonbook resources. Improvement of the science program is at least partially dependent upon procurement of supplemental resources and equipment.

Administratively, the elementary program would be strengthened by provision of a principal-supervisor with time and competencies to work individually with elementary school teachers, to conduct in-service programs, and to coordinate curricular improvement studies. Resources for provision of an adequate health program, including services of a school nurse, should be sought. This essential aspect of a good elementary school program was noticeably absent due, as reported, to need to reduce the budget.

The Secondary School

The curriculum of the secondary school (grades 7-12) in the American Cooperative School at La Paz was described as being oriented toward college preparation. This academic emphasis was supported by the need to prepare graduates for collegiate entrance examinations

in institutions in the United States and other countries. Over 90 percent of graduates continued their education, with most of them going outside Bolivia. In light of this stated purpose, the program could more easily be justified. Another contributing factor, of course, was enrollment (88 in grades 7-9 and 82 in grades 10-12, as of September, 1969). This condition, when combined with need to conserve financial resources, necessitated reduction of electives and concentration on a single curriculum.

All secondary school students in the La Paz school were required to take 4 years of English, 2 of mathematics, 2 of science, 3 of Spanish (2 years for students who transfer in), 2 of history (including 1 year of American history and 1 of Latin-American history), 2 of physical education (credited as one unit), and 2 of electives, thus totaling a program of 16 academic units. Electives included French, journalism, physical education, music appreciation, art appreciation, typing, and shorthand.

The academic program was supplemented by co-curricular activities in the following areas: student government (Student Council), National Honor Society, athletics (soccer, basketball and volleyball for boys and girls, touch football, and softball), cheerleaders, boy and girl scouts, yearbook, newspaper, dances, and plays.

The program of grades 7-12 was staffed by 8 teachers working full time in secondary instruction, 5 teachers whose assignments included instruction in the elementary grades or administrative duties, and 3 teachers of Spanish. As must be anticipated in a staff this size, the problem of restricting an individual's teaching assignments to specific areas of preparation or certification was

always present. Five of the 8 full-time teachers at the secondary level held a master's degree.

In 1967 the staff prepared a comprehensive Curriculum Guide to assist teachers in planning the academic program. Unfortunately, only one of the eight full-time teachers at the secondary level who participated in this effort was still on the staff in 1969-70. Mobility of staff in some overseas schools presents distinct problems in the area of curriculum development, and ways to compensate for this factor should be sought.

The Assistant Director of the school carried the title of Principal of the Secondary School, in addition to teaching two classes in the high school program. This rather extreme diversification of responsibility placed great demands on this individual and made it virtually impossible for her to serve effectively as a supervisor, either of instruction or the curriculum, in the secondary school.

Concerns in the English program stemmed from wide variations in students' competencies in use of the English language, due to its being the second language for some. This was seen as a more serious problem, perhaps, because of the school's academic emphasis on preparation for college entrance examinations. The program, therefore, tended to be characterized by stress on English grammar and attempts to vary the program to meet students' needs through individualized reading programs and provision for assistance in composition. Daily classes in English were provided for all students in grades 7 through 12. The library, with its estimated 9,000 volumes, was used effectively, although the selection of

available titles was purported to be short of needs, and periodicals and other kinds of printed materials were generally regarded as inadequate.

Foreign language offerings in Spanish and French represented a progression in emphasis from study of grammar and stress on verbal communication to literature. Spanish language classes were taught by Bolivians and included much attention to learning problems of individual students. Some language classes were complicated by the need to group students working at different levels into a single instructional unit, a condition rendered tolerable by relatively small enrollments. All students were required to study Spanish for three years unless they transferred into the secondary program at the tenth grade or above. A fourth year of Spanish, dealing with literature in the language, could be elected. French was available as an elective on a two-year sequence of courses.

Grades 7 and 8 were provided daily instruction in mathematics as a program requirement. The mathematics offerings for grades 9-12 included general mathematics, Algebra I and II, geometry, and senior mathematics (elective). All students in the secondary school were required to complete two years of mathematics. Language problems were purported to handicap some students in the noncomputational aspects of the program. The long-term effects of emphasis in the elementary school on modern mathematics had not yet been reflected because of insufficient time lapse.

Science was taught daily to students in grades 7 and 8. Senior high school students were required to complete two years of science, including one laboratory course. Offerings consisted of earth science,

biology, physiology, and chemistry. Although generally appropriate laboratories were provided, teachers expressed concern over lack of essential equipment and supplies. In the past year, significant steps had been taken to augment available materials for chemistry; and additional microscopes had been added. Adequacy of such supplies depended to a great extent on continuity of the instructional staff in science, a condition which the school had found difficult to satisfy. An illustration of how the science program was adapted to the setting was observed in preparation for a full day's trip to extensive fossil deposits on the high plains of the Andes near La Paz.

The social science program provided daily instruction in history for grades 7 and 8. Senior high school students were required to complete two years of social science. The sequence consisted of American history, Latin-American history, and government. Classes in this area emphasized discussion, and it appeared that a serious attempt was being made to relate content to current issues.

The school had no gymnasium, although facilities for lockers and showers were adjacent to the playing field. The general purpose room could be utilized in inclement weather, if not previously scheduled for other purposes. Intramural programs were provided for both sexes, and competitive athletic events with other La Paz schools were scheduled. All pupils in grades 7 and 8 took physical education three days per week. Senior high school students completed two years of physical education and could elect it for two more years.

The music and art appreciation classes for 7th and 8th grades were taught two days per week on a schedule alternating with physical

education. Senior high school students could elect two years of work in music and two in art. The music program did not include instrumental work, although some students were reported to be receiving such instruction from musicians in the community. There were no choral groups in 1969-70, although such organizations were said to have existed in previous years. Interests and capabilities of teachers in the music area were the determining factors. As in music, the art program emphasized appreciation, although studio experiences were also provided.

Journalism could be elected for a maximum of two years at the senior high school level. Laboratory experiences included work on a yearbook and a monthly newspaper or magazine-type publication.

Typing could be elected for two years and shorthand for one. Total enrollment in Typing I and II was 12, so the classes were combined. Three students were taking shorthand. Although two years of shorthand would be preferable for development of proficiency, the enrollment was seen as insufficient to justify scheduling it for a second year. It should be observed that these courses in typing and shorthand represented the only vocationally oriented program in the school. The small enrollments supported the contention that students and their parents attributed greatest significance to areas of study directly related to qualification for college entrance.

The physical plant for the program in secondary education was observed to be generally adequate for the academic emphasis of the school, although science laboratory equipment and the library were minimal. Projection locations, equipment, and resources for visual and other supplementary educational media were inadequate to needs

of a good secondary school. Additional facilities for physical education and for special instruction in laboratory aspects of music and art would be desirable additions to the school.

The Guidance Office was staffed by a trained Director (who also served as principal of the elementary school and taught a class in Latin-American history) and a full-time secretary. Its principal functions were to provide consultative services on an individual basis, information on college entrance qualifications and opportunities, and a testing program on an annual basis to measure pupil achievement and to determine aptitudes and scores for college entrance. Results of testing programs were summarized graphically, shared with teachers and parents, and used as one criterion for evaluating the curriculum. This office also coordinated systems for reporting to parents on students' progress during the academic year and worked with teachers on appropriate pupil placement. Reporting instruments called for letter grading in all courses, plus teachers' comments, at the secondary level and for letter grades in academic areas of the elementary grade programs, plus more subjective evaluations in other aspects of the program. Parent conferences were not a regular feature of the reporting system but were arranged at the request of either a teacher or a parent.

Comments and Recommendations

Although one must always keep in mind that the stated emphasis of the secondary school program was preparation for college entrance, that both parents and students appeared to endorse this emphasis, and that enrollments and budgetary considerations necessitated

restrictions upon program diversification, the absence of curricular choices and the limitations on electives must be noted. Although both conditions seemed regrettable, this observer could offer no constructive suggestions.

Instruction at the secondary level stressed the skill and information aspects of the academic areas in most classrooms, as might be anticipated from the emphasis on college entrance. The course of study and organization of content were derived almost completely from the table of contents of textbooks being used. This tendency was probably in keeping with the school's objectives but left few opportunities for adapting courses to the local setting. There probably are limits to which books and curricula prepared for schools within the States can or should dictate content of courses taught in a foreign location. It should be observed, however, that this general comment could just as aptly be applied to many secondary schools within the United States in which adopted texts tend to determine what is taught. Then, too, it is difficult for teachers to adapt a curriculum to local opportunities and to special needs of a given class before they have spent a few years in that setting. The required work in Spanish and the course in Latin-American history were definite and desirable variations from the regular stateside curriculum.

Since English was a second language for some students, the curriculum and teaching approaches had to take this into consideration. Although this was seen as an instructional handicap by some teachers, the condition was indicative of the diversity of cultural and experiential backgrounds of the students, upon which other teachers drew to enrich the program.

Encouragement of student participation in the co-curricular program, though limited in scope, was a positive note.

The program could have been strengthened by permitting the principal to spend more of her time in supervisory or administrative activities directly related to secondary education. Variations in teachers' expectations of students could, for instance, have been moved toward a more common standard, perhaps, through coordinated faculty attention to the matter. Each teacher appeared to be functioning largely as an individual, rather than as a member of a team of professional people working toward common goals. This situation, again, is typical of many secondary school staffs in the United States.

In general, the curriculum of the secondary grades of the American Cooperative School at La Paz was appropriate to its stated purposes and the limitations under which it was being conducted. Teachers appeared to be functioning satisfactorily in assisting students to acquire an education commensurate to that available in similar secondary schools in the States. The fact that the program was accredited by the Southern Asscciation of Colleges and Schools in 1967 indicated that this conclusion has support.

Specific recommendations for the secondary program at the American Cooperative School in La Paz included strengthening of the mathematics program, increasing material for the courses in science, seeking ways--perhaps through voluntary services of patrons--to broaden educational experiences into more nonscholastic activities (in the co-curricular opportunities, if not in the regular curriculum), decreasing dependence on organization of textbooks as a substitute

for a curriculum adapted to local needs and resources, increased involvement of patrons in planning and in evaluating students' progress, continued search for ways to promote optimal student achievement in a program emphasizing academic success, and stress on cooperative staff efforts to identify common goals and standards and to engage in an annual review and updating of a Curriculum Guide.

General Remarks

One cannot spend much time in the American Cooperative School in La Paz, Bolivia, without being impressed with the degree to which a typical American school had been transplanted in a foreign setting below the equator in the southern hemisphere. It was easy to forget that one was so far from the United States, and there was a tendency to equate this school too completely with its counterparts in this country. This was unfortunate in at least two respects. In the first place, such an attitude failed to give adequate credit to the staff for providing a truly American program despite all the conditions complicating such an achievement. In the second place, an observer had to keep himself from being lulled too easily into accepting a typical American curriculum as completely appropriate for the peculiar needs of these students or as adequately responsive to the cultural and geographical resources indigenous to the setting. American schools in overseas locations usually function under some conditions that are not typical of stateside communities. Although these conditions generate a host of problems, they also provide opportunities for a richer educational curriculum than is possible in the United States. A constructively critical observer must discipline himself to keep these somewhat contradictory viewpoints within reasonable balance.

COCHABAMBA COOPERATIVE SCHOOL
COCHABAMBA, BOLIVIA

The Cochabamba Cooperative School was established in 1954 to provide an English-language school based on the American school system for children of American citizens living in Cochabamba and for children of parents of Bolivian or other national origins wishing this kind of education for their families. In the spring of 1970 the school was operating a K-12 program with a total enrollment of 119 students. The Cochabamba Cooperative School was accredited by the Bolivian government as an experimental school and was chartered, but not yet accredited by, the Southern Association of Colleges and Schools in the United States.

The Cochabamba Cooperative School had been supported by tuition fees and grant funds from the United States. The budget for 1969-70 included $42,500 from grants (including $15,000 for construction) and $35,090 from local sources. Cochabamba also had a federal grant supporting a School to School Program with Bucks County, Pennsylvania. No funds for completion of the new school building were included in the grant from the United States for 1970-71.

The Principal's Report, dated February 20, 1970, provided the following breakdown of enrollment figures:

Enrollment by Grades
Cochabamba Cooperative School
February 20, 1970

Grade	Enrollment			Total
	Bolivian	American	Other	
Kindergarten	12	11	1	24
Grade 1	11	9	2	22
Grade 2	5	1	0	6
Grade 3	11	1	1	13
Grade 4	6	1	2	9
Grade 5	6	3	0	9
Grade 6	7	0	1	8
Grade 7	1	3	0	4
Grade 8	4	1	0	5
Grade 9	4	0	0	4
Grade 10	3	4	0	7
Grade 11	1	3	2	6
Grade 12	1	1	0	2
Totals:	72	38	9	119

Due to closing of the United States Consulate in Cochabamba and a combination of other political-economic conditions in Bolivia, the school's enrollment declined from 175 in 1966-67 and 200 in 1968-69 to the present figure of 119. The above tabulation showed that 91 of the children were enrolled in grades K-6 and that 28 were in the upper six grades. Of the total, slightly over 30 percent were of American national origin.

The Cochabamba Cooperative School was staffed in 1969-70 by a total of 19 persons, plus secretarial and custodial employees. The professional staff included the principal; a part-time teacher of Spanish; a librarian; part-time teachers of prekindergarten and kindergarten; 2 teachers for grade 1; 1 teacher each for grades 2-5; 1 teacher with a Spanish-librarian combination; 4 teachers at the secondary level; and 1 teacher each in art, music, and physical education. Because of enrollment decreases, sixth graders were included in the departmentalized program for the upper grades.

Teachers at these levels taught classes in more than one area of the curriculum.

Five teachers did not hold a baccalaureate degree. One of these (grade 1) was working on such a program, and another would be graduated from the Universidad de San Simon in Cochabamba in 1970. The teacher for grade 4 had a history of 14 years of highly successful teaching at Cochabamba but did not hold a college degree. The other two individuals were recruited locally to teach pre-kindergarten and kindergarten classes. Seven teachers had completed baccalaureate degrees from institutions within the United States; 2 of these had earned master's degrees and 3 were reported to hold a teacher's certificate. One teacher was graduated from the University of Vienna, another held a master's degree from the Normal Superior de Cordoba in Argentina, one teacher completed programs in both Bolivia and Brazil, one received preparation in Chile, and three had completed professional programs at institutions in Bolivia. The diversification of educational backgrounds and variations in professional preparation reflected problems in the area of staff recruitment but did not indicate undue compromises on standards when seen in the perspective of the total situation. Steps had already been taken to make some desirable changes in the staff for 1970-71.

The teaching staff at the Cochabamba Cooperative School showed an average of almost ten years of total experience. Eight teachers were in their first year at Cochabamba, and two were in their fourteenth year. The average tenure at this location was between three and one-half and four years.

The physical plant at Cochabamba can best be described as being in a state of transition. The school had been occupying converted residential space with adjacent outbuildings and inadequate playground areas. New residential construction was constantly encroaching upon approaches and space immediately surrounding the buildings. The Board and the Principal were being subjected to increased pressure to vacate the premises. Under such circumstances, a "make-do" approach to concerns about facilities had been practiced, and some classes were being conducted in settings that were totally inadequate for instructional purposes. The situation had been tolerated because construction on a new school located on the perimeter of Cochabamba had been under way. Although the original design envisioned a school of 550 students, reduced enrollment projections had caused planning to be curtailed to a single building, which had been brought to the final stages. Unfortunately, construction ceased in the spring of 1970 due to depletion of financial resources. The school officials and Board faced the problem of seeking funds to complete the project so that the Cooperative School could move from its rented quarters. This consideration overshadowed all other concerns at the present time, since the future--if not the very existence--of the school appeared to be at stake.

The Cochabamba Cooperative School was administered by a principal. She had assumed all supervisory, as well as administrative, duties in the interest of economy. All student personnel services, including annual administration of Stanford Achievement Tests to all pupils, emanated from this office. No medical or special education services were provided. Children were conveyed to and from school by patrons or buses.

THE CURRICULUM

The curriculum at the Cochabamba Cooperative School was that of equivalent schools in the United States. Teaching was done in the English language, except in the Spanish and French classes, of course. Textbooks and most other instructional materials were obtained from publishers in the United States and were the same as those utilized in American schools. A comprehensive Curriculum Guide for all grades was prepared by the staff in 1968. It had not been revised.

The Elementary School

The elementary grades at the Cochabamba Cooperative School appeared to be staffed by a uniquely dedicated and effective group of teachers. This factor must always be a major consideration when studying curriculum, for the teacher is the prime controller of the learning experiences provided children in a given classroom. The elementary grades were organized into self-contained units, although special instruction in music and art was provided. Small class sizes in grades 1-5 (none over 15) made it possible for teachers to give much individual attention to needs and problems of each child. Although there was a tendency for the program to be rather controlled by adopted texts, these and other materials were being utilized in individual and small group approaches to learning. In addition, most classrooms contained ample evidence that activities were being extended beyond the textbooks and were being related to the immediate school environment.

Because of the Bolivian and other national origins of the majority of the pupils, much stress was placed on development of

competence in English vocabulary and communication. Learning problems of children were often attributed to the fact that English was a second language and was not spoken in the homes. In recognition of the desirability of introducing children to English at an early age, prekindergarten and kindergarten classes were a significant aspect of the program. All children in the school obtained instruction in Spanish, as required by the Bolivian government.

Reading and English language arts were principal components of the curriculum in the elementary grades. Texts were supplemented by workbooks and individual study materials (such as duplicated sheets or the SRA kits). Much word analysis emphasizing phonetic approaches was evident. Blackboards, charts, and games were used freely to improve instruction, to provide practice on new skills, and to clarify understandings. Small class groupings encouraged guided verbal communication with attention to personal problems. Introduction of a less formalized phonics program for the primary grades was anticipated.

The arithmetic program of the elementary grades was based on the "modern mathematics" approach. Results were considered good, and teachers were enthusiastic about its use.

Social studies in the lower grades were taught largely as an incidental and natural outgrowth of living in a group consisting of people with different backgrounds, cultures, and experiences. This approach was particularly apt for children in a multinational school, some of whom had already lived in a number of countries. Middle grade children used a social studies textbook, with supporting materials, as the focus of their work.

Science activities appeared to incorporate the environment, to consider laboratory approaches as desirable, and to be oriented to development of understandings about the world in which the children were living. Overemphasis upon a text as the principal organizing focus did not seem apparent. Children functioned in committees working on different aspects of a given unit or problem.

Physical education consisted primarily of guided recess activities. The school had no gymnasium or general purpose room. Playground equipment and space were inadequate. Physical education was required in all twelve grades of the school.

Music and art classes were conducted by special teachers in facilities not conducive to best efforts or results. Classes in these areas appeared to have no relationship to what children were doing in their regular classrooms, although regular teachers used art media to supplement other resources in their instructional programs. Planning between regular classroom teachers and special teachers to coordinate instructional programs would improve integration of music and art with the rest of the day's activities.

Spanish classes were taught by Bolivian teachers as part of the required program. Emphases were on vocabulary building, verbal communication, word and sentence analysis, and reading of appropriate material. Texts and supporting practice materials were used.

Library services were limited almost solely to printed media. Equipment and resources for using films, slides, and other projectional materials were inadequate for a good elementary school program. About half of the 5,000 book titles in the library were

reported to be appropriate for elementary grade children. Subscriptions for all children's periodicals had been allowed to lapse in the interests of economy. Children appeared to be making good use of the limited seating area in the library, and regular withdrawal of books was encouraged. Classrooms had small collections of books immediately accessible to the children.

Comments and Recommendations

The elementary grade curriculum and instructional program at the Cochabamba Cooperative School appeared to be providing a gratifyingly adequate educational program despite the many physical and financial handicaps under which it operated. Some planned combining of grades with small enrollments should not affect the quality of the program significantly. Reduction of emphases upon grade levels and incorporation of some nongraded organizational and instructional patterns could result in more effective grouping of children and even greater adaptation to differences in learning rates in specific aspects of the curriculum. Employment of teachers with training and experience specifically at the age-group level of young children would add strength. Some allusions to concerns in the art and music areas have already been made, but significant modifications will undoubtedly be related to providing an improved physical setting. Provision of supplies, materials, and equipment for a good elementary program will probably become an increasingly critical matter if financial support deteriorates further.

Staff morale was currently very high, considering some of the seemingly insurmountable problems. This appeared to be attributable

at least in part to the optimism of veteran teachers who had survived other "hard times" and who were confident that enrollment and financial support would again take an upswing. It was also evident that the constant support of the lay Board and its overall competency in overcoming obstacles were a source of strength.

Positive administrative, Board, and faculty response to advisory and in-service assistance provided by Ball State University of Muncie, Indiana, under terms of a special grant from the Office of Overseas Schools during 1969-70 demonstrated that the Cochabamba Cooperative School had the potential for becoming a good model of American education in a foreign setting. The situation emphasized dramatically that overseas schools should not be allowed to function in isolation from sources of continuing stimulation and new educational developments, if quality schools were the objective. Given a minimal opportunity for self-growth and improvement, this school staff and its Board responded eagerly and professionally to consultants and instructors in the areas of administration and teaching methods.

The Secondary School

Grades 6-12 were organized departmentally in the Cochabamba Cooperative School. Contiguous grades were combined for classes in some areas of the curriculum.

Although graduating classes tended to be small, most students continued their education. All but two of the twenty-five graduated since 1967 entered a college or university, and each of the twenty-three selected an institution outside Bolivia.

The secondary school curriculum was academically oriented toward college qualification. American College Board Examinations were administered annually to graduates to provide ratings and to guide students in selecting appropriate schools. Nineteen units in the following areas were required for graduation of all students in grades 9-12:

English	- 4 units
Social Studies	- 4 units
Spanish or French	- 3 units
Mathematics	- 2 units
Science	- 2 units
Physical Education	- 1 1/2 units
Electives	- 2 1/2 units
Total	- 19 units

Music, art, French, and typing were offered as electives in the four upper grades, with a year of typing being recommended. Physical education was required for all children, but there were no other health services provided. Art and music were required in grades 7 and 8 but will be added as electives next year for the senior high school.

Co-curricular activities for secondary students included track, swimming, softball, basketball, a student-initiated dance band, Student Council, newspaper, yearbook, drama club, and chess club. Despite the small enrollment, the school's track team had just completed a competitive event with other larger schools in the community and had come very close to top honors in total points accumulated. The range of co-curricular choices was admittedly small, but such limitations were related to the small number of students, shortages of equipment and facilities, cost factors, and the need to conserve staff resources.

The teaching staff for the departmentalized program for grades 6-12 in the Cochabamba Cooperative School consisted of a teacher of social studies; one with a Spanish-social studies combination; one with an English-mathematics combination; a science-mathematics combination; and special teachers of physical education, music, and art. Faculty members assumed sponsorships of co-curricular programs when appropriate to their backgrounds.

Classes observed in the secondary school were characterized by much interchange among students and between teacher and children. This condition was encouraged by small class sizes and the fact that students knew each other and their teachers intimately. Combining adjacent grade levels into a single class did not appear to affect progress of students or instructional methods. As was to be expected in a traditionally oriented academic program, emphasis was placed on mastery of content in a textbook--with class time devoted largely to explanations, clarification of understandings, and emphasis on individual development of skills. Problem and unit organization, when apparent, reflected the Table of Contents of the adopted text. Problems due to differences in English language facility were cited but were mitigated, to some extent, by relatively small classes. The librarian reported active and constant use of references from holdings appropriate for the secondary grades. After-school use of the library was noted, although it was apparent that purchase of supplementary instructional materials and equipment was affected seriously by budgetary limitations.

Any discussion or evaluation of the curriculum by specific areas would necessarily tend to gravitate around the effectiveness

of instructors assigned to them because of the small staff at the secondary level. As would be expected, the English and Spanish programs concentrated heavily on development of language effectiveness in communication. Grammar received strong emphasis, and there were serious attempts to assist individual students. Advanced courses in composition and literature evidenced wide ranges of student success.

Attempts to adapt the curriculum to opportunities peculiar to the geographical setting were utilized in the areas of social studies and science. Discussions of political events in the United States included projections of possible effects on Bolivia and South America. A unit in astronomy stressed study of the heavenly bodies visible in the southern hemisphere and included an evening devoted to viewing stellular phenomena. In both areas, instruction appeared to be more student oriented than would be possible in a school where large classes resulted in depersonalization. Mathematics instruction was characterized by an approach related directly to the disciplinary structure of the field.

Comments and Recommendations

The program of secondary education at the Cochabamba Cooperative School was admittedly limited in its scope and orientation. Enrollment and budgetary factors dictated this condition. When compared to what constitutes a good secondary school in the United States, Cochabamba's program must be viewed as woefully inadequate. However, when compared to what the students could get in other schools in the community, the opportunities available in the Cooperative School

appeared to be highly desirable. It was in this perspective that the curriculum was studied and evaluated. Although future enrollments will be affected by forces beyond the control of the school, it is obvious that an increase in the number of students would have a positive effect upon the scope of the curriculum. The teaching staff and the Board were dedicated without exception to maintaining the secondary school on a "holding operation" basis. They expressed confidence that the cyclic history of the school was in favor of increased enrollment and that completion of the new school site would further enhance its attractiveness for patrons.

General Remarks

As expressed earlier, the K-12 program of the Cochabamba Cooperative School was seriously affected by the tenuousness of the school's present location in constricting rental quarters, pending completion of a new building. Although temporarily halted, construction could be brought to conclusion by securing an estimated $15,000 to supplement local resources. Despite the desperate concerns about a physical site and adequate support, the program was generally observed to be educationally sound and of a quality deserving of commendation. The positive and dedicated cooperation of the teaching staff and the Board toward the common objective of the best possible school for children on a program modeled after the American pattern was impressive--and noticeably in contrast to what one finds in many communities within the United States.

Should more lucrative sources of income be forthcoming, attention might well be given in curricular areas to reestablishment of the sixth grade as a self-contained unit; to enrichment and diversification

of library holdings; to provision for more adequate use of other educational media; to securing more equipment and supplies in the science area; to broadening elective choices in grades 9-12; to enriching the aesthetic areas of art and music in the overall program; to provision for a more adequate program in physical education by improving playground areas and play equipment; to addition of services of a school nurse and a general health program; to employment of personnel in the area of guidance; to provision of a supervisor of instruction to help teachers improve themselves professionally and to coordinate continual work on development of an integrated, viable curriculum; and to contracting for assistance to stafr through a planned program of in-service improvement to keep teachers abreast of educational development in the United States.

Some very specific recommendations to the Cochabamba Cooperative School included combining elementary grades with small enrollments into larger instructional units which permit grouping for learning without undue concern for specific grade levels, continuation of attempts to utilize text and workbook materials more as learning resources than as the curriculum, relating special instruction in art and music to programs in the regular classrooms, employment of preschool specialists to teach nursery and kindergarten classes, seeking of other means--perhaps by use of voluntary personnel or a broader co-curricular program--to provide more nonscholastic experiences at the secondary level, increasing staff efforts to incorporate the community and the geographical setting into the

curriculum, and cooperative revision of a Curriculum Guide to integrate the program and to assist new teachers.

SANTA CRUZ COOPERATIVE SCHOOL
SANTA CRUZ, BOLIVIA

The Santa Cruz Cooperative School provided an educational program for grades K-9 in the English language and on the pattern of schools in the United States for children of citizens of the United States, Bolivia, and other countries. It was established in 1959 by a group of Americans residing in Santa Cruz. It has been maintained as a private, nonprofit, nondenominational, non-company, and nongovernmental institution. It functioned under authorization of the Bolivian government and was accredited by the Bolivian Ministry of Education. The original enrollment of 30 children, taught by 3 teachers, mounted to 170 in October of 1969, with 16 teachers.

Long-range plans for the school, based on anticipated annual enrollment increases of from 20 to 30, were disarranged in October, 1969, by nationalization of the Bolivian Gulf Oil Company and effects of this action on other supportive industries with controlling interests outside Bolivia. Within a few weeks, enrollment was decimated and faculty had decreased by seven. In May of 1970 there were 119 children enrolled in the Santa Cruz Cooperative School.

The purpose of the Santa Cruz Cooperative School was to provide an educational program equivalent to that of schools in good standing in the United States. Realization of this goal was promoted by significant and continual support from American-owned industries located in Santa Cruz, with the Gulf Oil Company and the Parker Drilling Company being the most lucrative sources of income. In

addition to direct support, the school's utilities were--and still are--connected to those of these companies.

The school site and buildings were ample and well located. Original land purchases and school construction were financed by a separately organized entity called the School Land and Building Association. Shares in this association were held by the Santa Cruz Cooperative School, the Parker Drilling Company, and the Gulf Oil Company. Nationalization of Gulf Oil last October made the Bolivian government the principal shareholder in the school until such time as a transfer could hopefully be negotiated. The future of the Parker holdings was also uncertain. A $52,000 building program, which doubled the size of the school, was completed in 1968-69.

In the spring of 1970 the Santa Cruz Cooperative School consisted of nine classrooms, a library, a projection room, an activity room, a science laboratory, a lunchroom, a teachers' room, an office for the principal and secretary, and restrooms. The facility provided adequate playground space equipped satisfactorily for recreational and instructional purposes, an athletic field, land for some expansion of construction, and a caretaker's house. The total facility was comparable to that of better schools in the States and was supplied and equipped for an optimal educational program.

Prior to last October, the Santa Cruz Cooperative School operated on an annual budget composed of tuition fees from patrons; approximately $40,000 from the Gulf Oil Company, $22,000 from the Parker Drilling Company, $10,000 from other smaller companies, and grants from the United States consisting of $11,000 for supplementing teachers' salaries and $2,000 for continuation of a School to School

Program with Little Rock, Arkansas. Since industrial sources have now been cut off and since grants from the United States depend on annual renewals, the only sure source of support for 1970-71 is tuition fees. Monthly tuition rates, plus a bus fare assessment, for the next academic year were set at $35 per child for the nursery and kindergarten, $50 for grades 1-8, and $60 for grade 9. Financial security of the school will need to be developed on a new basis, since it is unlikely that tuition alone could maintain the facility or its program. Despite a first impression that the school was one with an enviable past but an uncertain future, this observer was impressed with the constructive and positive approach being applied. While adjusting realistically to the traumatic change of events, the school's staff and patrons demonstrated optimism and confidence that this temporary setback was an interlude only and that the natural resources of the region would again attract American investments and personnel. This attitude was probably founded to some extent on experience with local and national politics, neither of which was reported to be irrevocably under control of a single interest group. Temporary economy measures--such as significant salary cuts for teachers and reduction in purchase of supplies and equipment--would help to keep the school open during this emergency period. It was further recognized that increased enrollment from any population sources, with attendant increase in income from tuition, would be a positive factor in maintaining solvency.

As alluded to above, the departure of American families from the Santa Cruz area last October had a significant effect not only

on total school enrollment but also on its composition. The following tabulation shows distribution of enrollment, as of May, 1970, by grade and nationality, as reported by the Director.

Enrollment Distribution and Composition of the Santa Cruz Cooperative School in May, 1970

Grade	National Origin			Total
	Bolivian	United States	Other	
Nursery	8	2	2	12
Kindergarten	11	4	1	16
Grade 1	9	6	2	17
Grade 2	5	7	1	13
Grade 3	6	4	1	11
Grade 4	6	4	0	10
Grade 5	8	8	0	16
Grade 6	6	2	0	8
Grade 7	5	1	0	6
Grade 8	3	3	0	6
Grade 9	1	3	0	4
Grand Totals	68	44	7	119

About 60 percent of the children enrolled in the Santa Cruz Cooperative School in May, 1970, were of Bolivian nationality. Of the 35 percent who were children of citizens of the United States, 26 were reported to be from families of missionaries.

In May of 1970 the Santa Cruz Cooperative School was staffed by 6 full-time teachers (including the Director who taught first grade in the morning), 4 part-time teachers (1 in mathematics, 1 in science, and 2 in Spanish), and a librarian who also taught Spanish. The nursery-kindergarten program operated on a half-day schedule and had the services of an assistant, as well as those of the teacher. In the afternoons this teacher taught the first grade, thus freeing the Director for administrative duties. Because the previous director and six teachers returned to the United States

last October during the exodus of Gulf Oil personnel, all but one of the faculty in the spring of 1970 had been recruited locally.[1] The present director had been a full-time classroom teacher in the Santa Cruz Cooperative School.

Grades 1-6 were organized as self-contained classroom units with grades 5 and 6 combined in one room. Grades 7, 8 and 9 were departmentalized with one full-time teacher for English and social studies and part-time teachers for mathematics and science. Part-time teachers taught the Spanish classes. Seven teachers had completed baccalaureate degree programs in the United States, two of whom also held master's degrees. One other had earned 92 semester hours toward a bachelor's degree in elementary education. Five of the teachers prepared in the United States had been issued teaching certificates. The other four members of the faculty (nursery-kindergarten, library, and two in Spanish) had been educated in Bolivian institutions. Eight members of the faculty were in their first year at the Santa Cruz Cooperative School. Tenure for the others ranged from two to eleven years. Staffing for 1970-71 had not been completed in May. Despite decreased salaries (reported to be at $3,000 for the school year) and plans to combine grades to reduce the number of teachers needed, the Director had hoped to employ more teachers recruited from the United States next year. The fact that the staff could be completed with the indicated proportion of adequately qualified teachers drawn from local

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[1]This one teacher returned to the Santa Cruz Cooperative School from the United States after having left last October.

resources showed that the community was concerned about maintaining the school. Wives of Bolivian citizens and missionaries from the United States were principal sources for recruitment. These groups were also among those who had personal reasons for wanting the Cooperative School kept in operation, of course.

It should be mentioned that the school benefited from services of a very active Mother's Club, which recruited and organized parents for a volunteer program to provide instruction in home economics (cooking and sewing), shop, art, and swimming (using facilities of a Country Club in the vicinity). Although these enrichment programs were conducted by volunteers, they were scheduled on a regular basis during the week. The school's activity room was utilized for some of these classes. The variety of volunteer classes was dependent upon talents and good will of parents, but the existence of such a program gave strong evidence of local determination to provide good education for children enrolled in the school.

THE CURRICULUM

Although this observer was initially impressed by the high quality of the physical facilities of the school, the spacious site, and the seeming abundance of teaching equipment and supplies, the instructional program was also found to be generally acceptable. This was gratifying in view of the staff changes which had occurred during the year. The situation was eased, of course, by the relatively low class sizes (the combined enrollment in the fifth and sixth grade room was 24) in quarters designed for maximum room occupancy of 25-30 children.

The curriculum reflected the fact that over half of the pupils came from homes where English was not the primary language. This accounted for existence of preschool classes and emphasis in subsequent grades on development of communication skills in English. It also required adjustments in instructional approaches, since ample time had to be scheduled for individualized and small group work. This aspect of the program was strengthened by accessibility of a variety of self-help and self-correcting devices in skill areas. Workbooks were used consistently to supplement text materials in the reading and language arts area. Pupils appeared to be experiencing no unusual difficulty in adapting to an educational program in the English language. Variations in instructional approaches reflected the preparation and experience of teachers in the area of reading. To a degree, this condition was related to the general staffing problem during the past year.

The science program was concentrated in a laboratory classroom equipped with a surprising variety of teaching materials. Field projects and experimentation appeared to be regular components of the program. Personnel from Gulf Oil and other companies had served as resource people in science prior to nationalization last October. A small collection of reference books appropriate to a science program in an elementary school was located in the laboratory. Three weekly science periodicals were available to students.

The "new mathematics" approach had recently been introduced into the upper grades. Despite the fact that most of the children

had not come through a "new mathematics" program in the lower and middle elementary grades, teachers reported good progress and endorsed the program.

Social studies were taught from adopted text materials, as a general rule. Although mastery of content appeared to be the primary objective, attempts at deepening of understandings and arrival at generalizations were evident in constant interchanges between teachers and children. Language problems interfered with optimal use of reading materials for some pupils. Both English and social studies for grades 7, 8, and 9 were taught by the same individual, whose academic background was commendable but whose professional preparation was substandard.

Male teachers accepted responsibility for coaching some athletic activities on an elective basis. As indicated above, special instruction in art, music, shop, physical education, and home economics was provided (although not on a continuous basis) by parents on a volunteer arrangement. Teachers in self-contained elementary grade rooms also conducted their own programs in these areas. The elementary grade playground was well supplied with recently installed equipment.

Classes in the Spanish language were a regular part of the curriculum and were taught by Bolivian nationals, as required by the government.

The library of the Santa Cruz Cooperative School was housed in a separate room and was staffed by a part-time librarian. It was reported to contain over 4,000 volumes, of which about 700 were printed in Spanish. It contained six sets of reference books and

subscribed to "most of the popular U. S. and educational magazines"[2] and Bolivian daily newspapers. The facility also included a reference library for teachers. A specially equipped projection room was available for use of film, tape, and slide materials. Although the annual budget had always provided for additional library acquisitions, continuation of the practice will be seriously affected by the drastic reduction in assured income for the school.

Comments and Recommendations

The Santa Cruz Cooperative School was seen as a smoothly functioning educational entity despite the trauma of the past year. The shock of losing major sources of financial support, of suddenly decreased enrollment, and of loss of a significant portion of its faculty appeared to have remarkably little affect on the ongoing program or the surface serenity of its staff. Instead of evidencing despair or cynicism over being downgraded from a school with assured and enviable financial support to one existing literally "from hand to mouth" and with imposing financial obligations, the Director and faculty expressed confidence in the ultimate renaissance of the Santa Cruz Cooperative School. The prospect of seeing this model overseas school decline to insignificance in this community where no other English-language school existed was truly appalling. It was this observer's sincere hope that the confidence of its staff and its sponsors in the inevitability of a favorable turn of events in the near future would be fully justified. In the meantime, it was hoped that some inspired source of support would become available or that anticipated financial problems would not materialize

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[2]As stated by the Director

or mature during the holding operation which characterized the present situation.

Irrelevant as they may seem in the face of more significant concerns, the following recommendations were offered as guides to strengthen the program at the Santa Cruz Cooperative School when attention could again be turned to such matters. A trained and experienced school administrator should be employed to direct the school and to supervise the educational program, thus freeing the present Director to return to full-time classroom teaching. Primary grade rooms should be rendered more soundproof by installing acoustical ceilings and by providing area rugs for group activities. A person trained in school guidance or school psychology should be provided to work with pupils and faculty. A school health program, including provision of a part-time nurse, would be desirable. As soon as feasible, the special areas of art, music, and physical education (and eventually shop and home economics) should be placed in the hands of teachers prepared to function professionally in these curricular fields and able to coordinate them with programs in self-contained classrooms. The teachers should be encouraged to remember that although they were using materials in English and obtained from the States, and although the program should emulate that of American schools, it is educationally indefensible to isolate the program from the geographical setting of the school. If children in Santa Cruz--or in any other overseas school--were receiving only an education which duplicated what children might receive in a selected community in the United States, they could not be taking advantage of the opportunities in their peculiar

locality. This adaptation should, of course, include but extend beyond gaining familiarity with the native language. This latter admonition could be applied with equal justification to schools in the United States which equate the adopted text with the curriculum. A final recommendation for the future related to development of a comprehensive Curriculum Guide to assist new teachers to become oriented to the school and to promote the likelihood that curricular planning will result in a coordinated educational program with defined and accepted objectives.

ANGLO-AMERICAN SCHOOL
ORURO, BOLIVIA

The Anglo-American School in Oruro, Bolivia, was a K-12 school serving over 700 students. Discussions with the President of the Board and the Sub-director of the school revealed that two of the students attending the school were American citizens.

The program of the Colegio Anglo-Americano was essentially Bolivian, with considerable emphasis upon the teaching of English and utilization of selected United States texts and instructional materials. Methodology was basically formal and traditional, and the majority of instruction was in Spanish.

Supplies, by United States standards, were limited. Pupils paid tuition, with the school serving primarily an upper socio-economic segment of the community. Discussion with seniors indicated that many students were expressing interest in advanced study at the college level, particularly in the fields of engineering, law, and politics. No students interviewed indicated interest in teaching as a career.

The facilities were satisfactory by local standards but did not compare favorably with other American Cooperative Schools in Bolivia or with schools of similar size in the United States. These remarks should not be construed as unduly critical of the school in Oruro. Although the visit to the facility was brief, it was also completely unannounced. The programs observed revealed that some excellent instruction was taking place at all levels by very dedicated teachers, one of whom was an American. The school

library, science laboratories, physical education facilities, music room, and kindergarten were all being utilized effectively.

The fact that the school was not seen as reflecting the kinds of programs characterizing schools of the same size in a typical community in the United States was not a condemnation of the school or its staff as much as it was a criticism of our limited commitment to the concept that the school represents. If the school is to reflect teaching practices in the United States and to utilize modern methods, materials, evaluation techniques, and specialized services, it must have greater fiscal support and a significant number of fully qualified personnel either from, or prepared in, the United States. A director and one teacher, at substandard salaries, cannot be expected to accomplish these educational goals. The impossible nature of the assignment was suggested by the fact that it had been difficult to recruit or retain such personnel. Indeed, the director of the school had apparently abandoned his post and returned to the States, which--if true--was certainly not in the best interest of Bolivian-United States relationships.

At the present time the school is receiving approximately $23,000 annually in United States aid, which is budgeted as follows:

$11,000	-	Director (including $1,000 for transportation)
1,000	-	Recruitment
6,000	-	Teacher (including $1,000 for transportation)
2,000	-	Materials and Equipment
3,000	-	Scholarships
$23,000		

According to present administrators, the school had not received aid from England for many years, although the dual "Anglo-American" relationship continued to be implied in the name.

Although it is not possible to justify support from the United States on the basis of the number of American citizens enrolled in the school, it is possible to defend the allocation (and a much larger amount) as a commitment and service to the Bolivian community. If national policy dictates that it is important to serve families in Oruro who seek a "United States education" for their youngsters, with all that implies, then it is essential that a reasonably representative program with appropriate supplies, equipment, instructional materials, personnel, and facilities be provided. If this education were to be made available to a broader socioeconomic range of students as an extension of present policy, then significant support for scholarships would also be essential. If the level of support necessary to accomplish these objectives cannot be provided by the federal government, it is recommended that the United States discontinue its association with the school. A program that misrepresents education in the United States cannot be tolerated, as a matter of national pride. If, however, it is considered vital that a spearhead or symbol of American democracy be maintained in Oruro, then substantial steps should be taken to guarantee an educational program that promotes it.

UNITED STATES AID TO AMERICAN COOPERATIVE SCHOOLS IN BOLIVIA

The United States government has always recognized an obligation to support the education of dependents of federal employees assigned to locations outside national borders. This support has taken many forms,[3] including annual grants to American-sponsored schools established as cooperative private institutions by American citizens living overseas and which are open to children of United States government employees and other nationals. Such schools function with approval of the country in which they are located and are subject to its regulations in regard to specific curricular requirements and employment of its citizens. During the 1969-70 school year, aid from the United States was distributed as follows by the Office of Overseas Schools, Department of State, to four such schools in Bolivia:

Anglo-American School in Oruro	- $23,000
American Cooperative School in La Paz	- $70,700
Cochabamba Cooperative School in Cochabamba	- $42,500
Santa Cruz Cooperative School in Santa Cruz	- $13,000

Fiscal accountability requires the responsible agency to review its budget annually and to make recommendations on expenditures which conform to policies of the administrative unit under which it functions. In the case of grants to cooperative schools, factors

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[3]See American Elementary and Secondary Community Schools Abroad, Paul T. Luebke, American Association of School Administrators, Washington, D. C., 1969, pp. 17-20.

significant to decision making relate not only to the amount of available funds but also to the degree to which such continued expenditures serve the national interest. An earnest plea is made in this document for careful and individual analysis of the condition and needs of each cooperative school in Bolivia, as well as for wise consideration of general policies governing such allocations, before decreases in aid are effected. This plea is made in the firm conviction that decisions affecting significantly the quality--or very future--of schools which have represented American education and all it stands for in foreign lands cannot be allowed to degenerate for lack of support. Neither can their individual needs be reduced to anonymity by blanket applications of policy. To treat all children alike is to ignore the unique personality of each child. To guarantee that good education occurs in all overseas schools, the peculiar conditions of each school must be studied.

Criteria governing assistance to overseas schools and conditions which must be met to qualify for educational grants from the United States are delineated on pages 23-25 of a pamphlet entitled American Elementary and Secondary Community Schools Abroad. (See footnote above.) These criteria and conditions clearly relate support to need and to the presence of government dependents, but they also identify a broader purpose for such schools. The following quotation from the above cited publication[4] brings the issue into focus.

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[4]Luebke, op. cit., p. 24.

> Even though the basic purposes underlying assistance to American-sponsored overseas schools under the Mutual Educational and Cultural Exchange Act have to do with the demonstration of American educational philosophy and practice and therefore do not relate directly to the education of the dependent children of American personnel, it is self-evident that American children should constitute a sizeable portion of a school's enrollment if it is indeed to be an "American" school demonstrating American educational ideas and ideals.

Although the four American Cooperative Schools in Bolivia vary considerably in the proportion of American children and United States government dependents found among their enrollees, each is definitely a center for "demonstration of American educational philosophy and practice" in a foreign setting, which is cited above as the basic purpose of assistance.

A brief review of the enrollment situations in the four Bolivian schools follows:

Oruro - This K-12 school served over 700 students in 1969-70, two of whom were American citizens. One teacher was an American. The majority of instruction was in Spanish, although English was required and selected United States texts and instructional materials were utilized.

La Paz - Enrollment in this K-12 school was 477 in 1969-70. Sixty-five percent of the students were identified as Americans. All instruction was in English, utilizing texts and materials from the United States. Twenty-one of the 30 members of the faculty were Americans.

Cochabamba - In 1969-70, 119 students were enrolled in this K-12 school. Thirty-eight of these were listed as

Americans. Of the 19-member teaching staff, 7 of the full-time teachers were Americans. All of the regular staff were skilled in English, which was the language for instruction. Teaching materials came from the United States. Recent closing of the consulate in Cochabamba had a negative effect on enrollment.

Santa Cruz - This K-9 school enrolled 170 children in autumn of 1969 and was staffed by 16 teachers. In October the Bolivian government nationalized the Gulf Oil Company holdings in Santa Cruz, resulting in return to the United States of many Americans and their families. At the same time the school lost its director and six teachers. In May of 1970 the Santa Cruz Cooperative School had 119 pupils, 44 of whom were reported to be American in nationality, and was staffed by 6 full-time and 4 part-time teachers plus a librarian. Seven of the teachers had been prepared in the United States. All instruction was in English, using texts and other materials from the United States.

With the exception of Oruro, each of the cooperative schools qualifies for support from the United States on the basis of the criteria that "American children should constitute a sizeable portion of a school's enrollment" (see quotation above) and that instruction should be in English and mainly by American teachers. All four qualify on the basis that they demonstrate American educational philosophy and practice.

Perhaps the most significant consideration in maintenance of the cooperative schools in Bolivia is that they are organized representations of American culture and ideals in these population centers of Bolivia. This is a vital consideration from the viewpoint of national interests, when the political realities currently dominant in Bolivia are considered. Recent trends in this country have admittedly been toward the left, a tendency not in keeping with American ideology. The issue at stake is whether, under such circumstances, the concept of possible long-term advantages should predominate over the concern for immediate returns on an investment. Should support for these remaining centers of American influence be withdrawn or decreased because of the possibility of a continuing squeeze on American interests--or should the present situation be interpreted as an interlude only, thus making an effective holding operation defensible? The gamble is a risky one, at best, but probably no more fraught with uncertainty than are many aspects of foreign policy. It is obvious, however, that acts of retrenchment can be interpreted as indications of defeat. On the other hand, institutions that have "weathered the storm" on the scene and are ready to expand when conditions permit are more likely to serve American interests than are reestablished schools which have depreciated in the interval.

A further factor of major import in the situation involves the volume of local support given the cooperative schools by Bolivians. Instead of interpreting the increased proportion of Bolivian children in the schools' enrollments as justification for reduction of aid, it could be argued effectively that such support for an American

educational program by foreign nationals attests to its acceptance by a nucleus of prominent citizens whose children are being educated to understand and appreciate American ideals. Results of education must often be sought in the adult behavior of a school's graduates. The national interests of the United States dictate that antidemocratic forces be combated on a long-range basis, as well as on one oriented to immediate conditions. Education has always dealt in futures. To gamble that products of American schools will be more likely to support democratically oriented forms of government and values than will graduates of schools espousing other orientations would appear to be a good risk.

Although serious depletion of American aid to the cooperative schools of Bolivia is not anticipated, the possibility exists. It is recommended here that this would more reasonably be a time for increased support. When individuals or programs are in trouble is hardly the time to reduce assistance, providing--of course--that the original purposes were sound and that long-term potentials justify the risks. It is strongly suggested that both conditions favor continuation of grants to the Bolivian schools.

Special pleas are advanced in behalf of the schools at Cochabamba and Santa Cruz. Both are facing crisis situations which could reduce them to substandard institutions or even to serious consideration of whether discontinuation as an American school is inevitable. Either consequence would be an educational and a cultural tragedy, not only for the present enrollment but also for future children of American and Bolivian parents who are

willing to make a heavy financial commitment to guarantee them a quality education founded on democratic principles.

The Cochabamba program is threatened seriously by lack of funds to complete a new school building which was brought to near completion with aid from the United States. The present school is located on rental property and is threatened constantly by eviction by its owners. The unfinished structure now stands on its site in full view of all who could easily use it to discredit our foreign policies and our aid programs. If for no other reason than national pride, the relatively small sum to complete the American Cooperative School in Cochabamba should be allocated. That it would be used to our national credit there is no doubt. The quality of the present school's program, the dedication of its staff and Board, and the genuine and sincere optimism of its patrons combine to make this investment in American idealism a sound risk.

The Santa Cruz Cooperative School should be supported strongly during its present crisis for a variety of reasons. In the first place, the school is truly a model physical plant for American education and represents an investment which should be protected. Further, the determination of its staff and its patrons to find a way to continue despite overwhelming problems represents a dedication to good education all too rare even in the United States. Citizens of Santa Cruz appear to be more favorably oriented toward American ways and values (an opinion) than are nationals in some other parts of Bolivia. They should not be disillusioned by seeing the only remaining influence of American culture reduced to

insignificance. The future of the Santa Cruz Cooperative School should be protected at least until time dictates the utter futility of further support.

No special plea is made in this paper for the American Cooperative School in La Paz. Its location in the nation's capital guarantees continued need for its existence. It is a "going" institution with an assured future. It should be said, however, that its location in Bolivia's principal city and its proximity to foreign embassies and schools supported by other countries require that it be an outstanding representation of good American education. Inadequate support would not only reduce the quality of its program but would also negate proclamation of the fundamental American tenet that investment in education is the surest guarantee that democracy will flourish.

The Oruro situation differs significantly from the others, as indicated above. To continue to "fly the flag" there should be desirable for the national interest, but to assume that the present school represents good American education is to be blind to the facts.

The argument advanced in this statement for continued and substantial support for the American Cooperative Schools in Bolivia is based on an uncompromising conviction that a foreign policy which fails to give major consideration to education as a force for advancing this nation's interests is shortsighted, indeed. In times of transition and stress, schools should be strengthened, rather than weakened, for no other force will influence a nation's

future more than its schools. Rather than reducing grants to overseas schools located in countries fraught by political upheaval, an alternative policy directed toward providing scholarships for nationals with potential for influencing that nation's future should be considered.

The gamble for men's minds has never been won on a battlefield or by expenditures for purchase of munitions. Conversely, no adequate substitute for education has been found in the struggle to influence men's values and ways of thinking. The cooperative schools of Bolivia should be supported as a good investment in American democracy. The national interests of the United States require it.